DOCUMENT RESUME

ED 181 381 CG 014 132

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TITLE Helping Students Explore Work and Leisure Options. Module 18. Revised.
INSTITUTION American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.: National Consortium on Competency-Based Staff Development.
SPONS AGENCY Office of Education (DHEW), Washington, D.C.
REPORT NO ISBN-0-89785-627-9
PUB DATE Jul 78
NOTE 91p.; For related documents see CG 014 129-137.
AVAILABLE FROM National Consortium Project, American Institutes for Research, P.O. Box 1113, Palo Alto, CA 94302 ($3.20)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Career Exploration; *Educational Alternatives; Elementary Secondary Education; Guidance Personnel; *Information Sources; Inservice Programs; *Leisure Time; Occupational Information; Professional Development; *Skill Development; Students; *Vocational Counseling

ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for guidance personnel who work in counseling and guidance with students in school settings, grades K-12. The goal of this module is to help users develop an understanding of the importance of teaching students skills in exploring work and leisure options, and to become acquainted with the types of activities and resources which can be used to teach skills in these areas. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participant's achievement of module objectives. (Author/HLM)

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HELPING STUDENTS EXPLORE WORK AND LEISURE OPTIONS

MODULE 18

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American Institutes for Research

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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December 1976

Reprinted with minor revisions
July 1978

CG 014132

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

ISBN 0-89785-627-9
Illustrations in this module are by Jurgen Wolff. Edited by Phyllis DuBois. Typed by Jean Reynolds.

Support for these efforts was received through the United States Office of Education, Department of Health, Education, and Welfare, under Part C of the Vocational Education Act of 1963. Points of view of opinions stated do not necessarily represent U.S.O.E. position or policy.

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COORDINATOR'S GUIDE

INTRODUCTION

MODULE GOAL AND OBJECTIVES

Module Goal

This module is directed at teachers and guidance personnel in school settings, grades K-12, or participants in preservice training programs, who are interested in developing an understanding of (1) the importance of teaching students skills in exploring work and leisure options and (2) the types of activities and resources which can be used to teach skills in this area. Upon completion of the module, participants will be able to outline a rationale for teaching students skills in this area; adapt an activity presented in the module for use with students in their own settings; and identify two other sources of information, materials, and resources related to the module topic area.

Module Objectives

On successful completion of this module, you will be able to do the following:

1. State the importance of developing student skills in the module topic area.
2. Choose one of the activities presented in the module which can be used to help students explore work and leisure options and adapt it for use with students in your particular setting.
3. Identify two sources of additional activities, texts, or other resources related to the module topic area which you think would be applicable for use with students in your setting.

Criteria for achieving these objectives are found in the Coordinator's Guide.

MODULE OUTLINE

Approximate Time	*Activity*	*Objectives*
½ hour	Introduction Module coordinator will explain module structure and purposes. Introductory activity and discussion.	1
5½ hours	Text Text, activities, and discussions related to each of the three module objectives. Achievement of each objective focuses on applying the knowledge and skills acquired from the module to your own setting.	1-3

GLOSSARY

Career - The pattern of activities and experiences that make up a lifetime of work, learning, and leisure. The term is broadly defined to include occupational and educational choices and patterns as well as other aspects of a person's life--her/his personal and social behavior, learning to learn skills, social responsibility or citizenship, and use of leisure time.

Career development - The life-long process a person undergoes as s/he gains skills in setting goals and in developing, implementing, evaluating, and revising plans to define a career and deal with life problems and opportunities.

Career guidance - All the various types of assistance provided to help individuals in their career development. It includes instruction, counseling, placement, follow-through, evaluation, and support procedures based on youth career planning and development needs.

Counselor - This term is sometimes used to refer to "guidance personnel." The intent should generally be all those working in any way in guidance, including teachers, administrators, parents, and so on. The broader term is generally preferable.

INTRODUCTORY ACTIVITY

Take a few minutes to write down as many reasons as you can think of for teaching students skills in exploring work and leisure options. Use the space below.

WHY TEACH STUDENTS SKILLS IN EXPLORING WORK AND LEISURE OPTIONS?

Overall Benefits

Overall Lifestyle: Interaction of Work and Leisure

For each of us, our overall lifestyle is influenced by the interaction of our work and our leisure. In order to achieve a satisfying overall lifestyle, we need to be able to identify our personal values, needs, interests, and abilities and to plan for matching them with suitable work and leisure activities. It is by *exploring* various work and leisure options that we are able to decide upon those activities which are most suitable and satisfying for us; and we are able to change our activities as our values, needs, interests, and abilities change.

Freedom and Control in Life Planning

By learning skills in exploring work and leisure options, students acquire freedom and control in planning their lives. They acquire *freedom* by considering a wide range of work and leisure activities in the process of choosing those which are personally satisfying. They acquire *control* by thoughtfully analyzing each work and leisure option in terms of how well it matches their own values, needs, interests, and abilities, then choosing for themselves the most satisfying options.

Benefits of Understanding Occupational Clusters

Structuring the World of Work

Job classification systems organize and make manageable the large number and different types of job possibilities that exist in the world of work. Occupations can be classified according to a number of different factors, including types of work activities, work environments, and worker characteristics.

Information Retrieval

The U.S. Department of Labor, the U.S. Office of Education, and other organizations have developed references which describe typical jobs in various occupational clusters. The references are not intended to replace actual experience of what specific jobs entail, but they are one set of tools which students can use in the information-retrieval process

of finding out about occupations. It is important to keep in mind that job descriptions these references provide are based on information from many different work sources, and they describe what a job may *typically* be like, rather than what it actually *is* like in any particular setting.

Expanding Options

An understanding of occupational clusters helps students *expand* the number of work options to be considered. By investigating the whole range of jobs contained in a particular cluster, students may discover relevant options they had not considered before. Students may also *narrow* the number of their possibilities, by entirely eliminating certain job clusters on the basis of the types of work activities or worker characteristics associated with them. An understanding of occupational clusters helps students to match the characteristics and requirements of various jobs to their personal values, needs, interests, and abilities.

Narrowing Options

Benefits of Understanding Occupational Interdependency

Mutual Support

An understanding of occupational interdependency is

related to an understanding of occupational clusters. Few people work in total isolation from people in other occupations. An understanding of the ways in which different jobs relate to and support one another contributes to students' understanding of the overall structure of the world of work. It also helps students develop respect for people in all occupations, regardless of specific job titles.

Respect for Others

An understanding of occupational interdependency also increases students' flexibility and adaptability with regard to exploring work options. It expands the number and types of different work options open to them at any particular point in their lives, by helping them consider a variety of related occupations in addition to those in which they are primarily interested. This understanding can also help students respond flexibly to changing conditions in the world of work, by identifying related work options available to them if their chosen occupation becomes obsolete or unsatisfying.

Flexibility and Adaptability

Benefits of Work Exploration Experiences

Work exploration experiences, either on-the-job or simulated, give students the opportunity to learn about the details of various jobs. Such experiences also help students develop a realistic understanding of what to expect from the world of work in general, including the responsibilities and types of employer expectations they may encounter.

Details of Jobs

Students should be encouraged to ask as many questions as possible about the various occupations they explore. They will then be able to evaluate the answers to those questions in terms of their personal values, needs, interests, and abilities. The ultimate benefit of work exploration experiences is thus the input those experiences provide to informed and thoughtful overall life planning for students.

Values of Asking Questions

Benefits of Exploring Leisure Options

The amount of leisure time available to the average worker has expanded considerably during the twentieth century. Some people perceive this as a problem, saying that people don't know what to do with all their free time. If this is true, one way of alleviating the problem is to help young people develop skills in exploring leisure options. Thus they can begin as early as possible the process of identifying, choosing, and planning for those activities that will give them satisfaction during the time away from their regular occupations. This process necessitates having an understanding of the range of leisure options which are open to them and the benefits to be gained from various activities.

Identifying, Choosing, and Planning for Satisfying Leisure Activities

The *range* of leisure options includes volunteer work, sports, hobbies, travel, and entertainment. The *benefits* to be gained from different types of leisure activities include change from routine, rest and relaxation, maintenance of good physical condition, escape and excitement, a sense of involvement in community or other organizations, and opportunities for self-expression and creativity. Students who become aware of the various benefits of leisure activities can broaden their interests and explore new areas of self-development by experimenting with a variety of these activities.

Range and Benefits

Comparing Activities and Facilities

In exploring leisure options, students can compare different activities in terms of the amount of time, money, equipment, training, or skills which they require. Students also learn about different types of recreational facilities and their availability in various settings.

Integrating Activities into Overall Lifestyle

By relating what they learn from exploring leisure options to what they learn from exploring work options, students can plan for integrating their activities into their overall lifestyle so that both their work and their leisure time provide maximum satisfaction.

On the next page is a recap of all the reasons discussed above for developing students' skills in exploring work and leisure options.

Other Uses

In addition to presenting a rationale for the need to develop student skills in exploring work and leisure options, these reasons can be useful for other purposes. Each reason can serve as the basis for the development of a variety of guidance and instructional goals and student performance objectives. For example, a goal related to reason A.2. might be: "To help each student identify and choose personally satisfying work and leisure options." Thus this list and any additions to it can be used as a valuable guidance and teaching resource.

Recap of Reasons for Developing Students' Skills in Exploring Work and Leisure Options

A. Developing skills in exploring work and leisure options provides these overall benefits:

1. Students can plan for achieving a satisfying *overall lifestyle*, since what we do during our work and our leisure interact and influence our overall lifestyle.

2. Students can *identify and match* their personal values, needs, interests, and abilities with available work and leisure options in order to choose those which are personally most suitable and satisfying.

3. Such skills help students consider a variety of work and leisure alternatives, and thus help them in *changing* their work and leisure activities as their values, needs, interests, and abilities change.

4. Such skills increase *personal freedom* in students' life planning, by helping them consider a variety of work and leisure options.

5. Such skills also increase *personal control* in students' life planning, by helping them analyze how closely each work or leisure option meets their personal values, needs, interests, and abilities, and then choosing for themselves the most satisfying options.

B. Understanding occupational clusters helps students:

1. *Structure and organize* the world of work in their minds.

2. Conduct *research* in what various jobs may typically be like, by consulting the job descriptions provided by different occupational classification systems.

3. *Expand* as appropriate the number of work options they may want to explore further.

4. *Narrow* as appropriate the number of work options they may want to explore further.

5. *Match* the characteristics and requirements of various jobs to their personal values, needs, interests, and abilities.

C. Understanding occupational interdependency helps students:

1. Understand the structure of the world of work by helping them become aware of *interrelationships* among various occupations.

2. Develop *respect* for all occupations, regardless of job title, by helping them see how various jobs depend upon and support one another.

3. *Expand* the number of work options they may want to explore further.

4. *Respond flexibly* to changing conditions in the world of work, since it expands the number of work options for them to consider.

D. Taking part in work exploration experiences help students:

1. Acquire *real-life experience* of the details of various jobs.

2. Develop a realistic understanding of the *responsibilities and expectations* associated with the world of work.

3. Discover the *questions* which they personally are most interested in having answered as they explore various work options.

4. Use their experience to make informed and thoughtful *decisions and choices* in their overall life planning.

E. Exploring leisure options helps students:

1. *Avoid* the problem of not knowing what to do with their time away from work.

2. Discover the *wide range* of possible uses of leisure time.

3. Develop an understanding of the *benefits* associated with various leisure activities.

4. Learn about and *compare* the costs, skills, training, etc. required by various leisure activities.

5. Learn about different types of *recreational facilities* and their availability.

6. Match their personal values, needs, interests, and abilities to available leisure options; and plan for those leisure activities which are most *satisfying*.

7. Plan for *integrating* leisure activities into their overall life-style for maximum satisfaction during both their work and their leisure.

ACTIVITY 1 - DEVELOPING A RATIONALE

The coordinator will now lead you in an activity which focuses on the rationale for developing students' skills in exploring work and leisure options. This activity is designed to help you meet the requirements of Objective 1.

Role-Types for Use by Team B

1. School board member or administrator:

"Why on earth should we authorize you to spend school time on teaching kids how to 'explore leisure options?' Students are in school to learn reading, writing, and arithmetic--not how to spend their free time! Kids waste enough classtime anyway, daydreaming about what they're going to do after school or over the weekend."

2. Parent:

"My kid doesn't need to spend school time on this 'exploring work options' stuff. He's had a paper route for three years, and believe me, that's sure taught him a heck of a lot about responsibility and self-discipline and the value of hard work. He's in school to get an education so that he can go on to college and find himself a good, high-paying job when he gets out. College is time enough for him to decide what he wants to be. Right now the important thing is for him to work hard at his school subjects and get the grades he's going to need to get into a good college."

3. School board member or administrator:

"Spending school time teaching kids things like how to classify jobs into different categories or how different jobs are related doesn't really help them figure out what work is all about. Even if we start a work experience program to get them out into the community and let them spend a little time seeing what different jobs are like, that's not going to teach them what it's like to work 5 days a week, 50 weeks a year, for 40 years or more. So what's the point?"

4. Parent:

"Right now my daughter's planning to get married and start a family

as soon as she gets out of high school, so why does she need to learn about exploring work options? And with a family, she's not going to have much leisure time, so it doesn't seem to me that there's much point in her spending school time on that sort of thing either."

5. School board member or administrator:

"You can never make a perfect match between your personal values, needs, interests, and abilities and a particular job or career or whatever you want to call it. Once kids get out into the real world, they're just going to feel misled, dissatisfied, and frustrated if you've taught them that the way to be happy is to find a job that matches their personal characteristics and to find some leisure activities they like. Life's a lot more complicated than that."

6. Parent:

"My kid knows what he likes to do in his free time. He likes to chase girls, play football, and watch T.V. And when he's out of school, married, and at a steady job, things won't change much--except that maybe he won't play football or chase the girls as much. And as far as work goes, the smartest thing for him to do is to come into the business with me, and he knows it."

7. School board member or administrator:

"We can't take time away from the regular academic subjects to teach anything other than the basics like English and math. Kids don't spend enough time on the basics anyway."

MEETING THE REQUIREMENTS OF OBJECTIVE 1

Objective 1

State the importance of developing student skills in the module topic area.

Successful achievement of this objective requires preparing a written outline of a rationale which could be presented to your school board, school administration, or a group of parents. The outline should contain at least three reasons for developing such skills in students and rebuttals to two of four objections (provided in the module) which might be raised against developing such skills in students. The reasons and rebuttals must come from lists provided in the module or generated by the participants during the activity for this objective. The acceptability of each participant's outline will be determined by exchanging papers with a co-participant (or the coordinator) and certifying that each other's outlines meet the criteria specified above.

Directions

You will now have 20 minutes to prepare a written outline of a rationale which could be presented to your school board, school administration, or parents' group; it should offer reasons for developing students' skills in exploring work and leisure options. Your outline should include at least three reasons for developing such skills in students and rebuttals to any two of the four objections listed below which might be raised against the program. At the end of 20 minutes, the coordinator will ask you to exchange papers with a co-participant. Use the checklist provided to certify that the outline you receive fulfills the requirements of Objective 1. Sign and date the checklist and return it and the outline to the owner.

List of Objections

1. School time should be spent on developing students' skills in academic subjects such as reading, writing, and arithmetic. Right now not enough time is spent on those subjects; a lot of kids can't even spell or read very well when they graduate from high school!

2. Students are not in school to learn about how to spend their free time. When you work or have a family, you don't really have much free time anyway.

3. Parents don't want their kids exploring all the jobs under the sun. If you're going to teach kids anything about jobs, teach them which ones have the highest salaries and the most job security; then teach them what they need to know to get those jobs.

4. Parents can tell their kids what it's like to work, and the kids will find out for themselves soon enough. Why spend school time on something they're going to learn on their own anyway?

Objective 1 Checklist

_____ The outline includes at least three reasons for developing students' skills in exploring work and leisure options.

_____ The outline includes rebuttals to two of the four objections listed above which might be raised against a program for developing such skills in students.

In order to be judged acceptable, the three reasons and the two rebuttals must come from the recap list of reasons provided in the module or from the lists of additional reasons and rebuttals generated by participants during the activity for this objective.

Checked by: _____

Date: _____

ACTIVITIES FOR USE WITH STUDENTS IN EXPLORING WORK AND LEISURE OPTIONS

Goals and Student Performance Objectives Related to Exploring Work and Leisure Options

Student Performance Objective

A *student performance* (or *product*) *objective* is a specific, behaviorally stated and measurable outcome for students, to be achieved as the result of a particular learning experience. Published materials which contain lists of student performance objectives related to understanding and exploring work and leisure options include the following:

> Gysbers, N. C., & Moore, E. J. (Eds.). *Career guidance, counseling and placement elements of an illustrative program guide: A life career development perspective.* Columbia, Missouri: University of Missouri-Columbia, 1974.
>
> Dunn, J. A., et al. *Career education: A curriculum design and instructional objectives catalog.* Palo Alto, California: American Institutes for Research, 1973.

Goal

In contrast to the behaviorally stated objective, a *goal* is a more general statement of the purpose of a particular program or learning experience. It generally takes several performance objectives to fully define a goal. Participants interested in further information on defining the specific behaviors students are expected to perform if a goal has been achieved are advised to consult Module 6, *Specifying Student Performance Objectives*, from the 12-module series on *Developing Comprehensive Career Guidance Programs*, available from the American Institutes for Research. Remember that you can use your lists of reasons for developing student skills in exploring work and leisure options as resources in developing both goals and student performance objectives.

Activities and Strategies

Activities and *strategies* are processes or intervention techniques which teachers and other guidance personnel can use to help students attain performance objectives. In

addition to the three activities presented in this section of the module, the Appendix contains a section describing a number of strategies and activities which teachers and other guidance personnel can use to help students develop skills in exploring work and leisure options. After going through the remainder of the text and activities for Objective 2, read through and discuss the strategies and activities presented in the Appendix.

Target Population Variations

Program and instructional goals are usually broad enough to be applicable to a number of different student target populations (e.g., various age levels and socioeconomic backgrounds). However, the student performance objectives, strategies, and activities related to the goals will vary according to the characteristics of the specific student target populations with whom you work.

ACTIVITY 2 - EXPLORING WORK OPTIONS

Read the following two descriptions of the occupation of welding.

The first description is excerpted from the 1974-75 edition of the *Occupational Outlook Handbook* published by the U.S. Department of Labor, Bureau of Labor Statistics. For those of you not familiar with the *OOH*, it classifies jobs into 13 career clusters based on the concept of related activities and nine industry divisions based on the major industry divisions within our economy. For over 800 occupations and 30 industries, the *OOH* attempts to provide information on such things as the details of the job, the abilities and interests the job calls for, the kinds of schooling or other training required, the typical working conditions, the employment outlook for the job in the coming years, and sources of additional information.

The second description is excerpted from the book *Working* by Studs Terkel, which contains interviews Terkel conducted with various people about what they do at their jobs and how they feel about what they do.

I. Excerpts from description in 1974-75 edition of the *Occupational Outlook Handbook.*

WELDERS AND FLAME CUTTERS

(D.O.T. 810 through 819.887)

Nature of the Work

Welding is one of the most common means of joining metal parts. Many of the parts in automobiles, spacecraft, airplanes, household appliances, and thousands of other products are joined by this process. Structural metal used for bridges and buildings is often welded. Most of the 40 or more different welding processes fall under three basic categories: arc, gas, and resistance welding. Arc and gas welding can be performed manually or by machine. Resistance welding is mainly a machine process.

Manual welders may do arc or gas welding, or both, and they may be either skilled or semiskilled. Skilled welders are able to plan and lay out work from drawings, blueprints, or other written specifications. They know the welding properties of steel, bronze, aluminum, and other metals and alloys. They also can weld all types of joints held in various positions (flat, vertical, horizontal, and overhead). Semiskilled manual welders usually do repetitive work; that is, production work which generally does not involve critical safety and strength requirements. They primarily weld surfaces in only one position....

Places of Employment

About 555,000 welders and flame cutters were employed throughout the country in 1972. Very few were women....

The widespread use of the welding and cutting processes enables these workers to find jobs in every State. Most of the jobs, however, are found in the major metalworking areas. In 1972, about half of all welders and cutters were employed in seven States--Pennsylvania, California, Ohio, Michigan, Illinois, Texas, and New York.

Training, Other Qualifications, and Advancement

Generally, it takes several years of training to become a skilled manual arc or gas welder, and somewhat longer to become a combination welder (both arc and gas welding). Some of the less skilled jobs, however, can be learned in a few months of on-the-job training.

Young persons planning careers as welders or cutters need manual dexterity, good eyesight, and good eye-hand coordination. They should be able to concentrate on detailed work for long periods, and must be free of any physical disabilities that would prevent them from bending, stooping, and working in awkward positions.

For entry into manual welding jobs most employers prefer applicants who have high school or vocational school training in welding. Courses in mathematics, mechanical drawing, and blueprint reading also are helpful....

Welders may be promoted to jobs as welding inspectors, technicians, or foremen. A small number of experienced welders open their own welding and repair shops.

Employment Outlook

Employment of welders is expected to increase rapidly through the mid-1980's as a result of the generally favorable longrun outlook for metal-working industries and the wider use of the welding process....

Earnings and Working Conditions

National wage data on welders and cutters are not available. However, data from several union contracts in the shipbuilding and fabricated structural metal products industries indicate that welders hourly earnings ranged from $3.85 to $4.90 in 1972. Cutters generally earn less than welders.

The standard workweek for welders and cutters is 40 hours. Many employers provide paid vacations and holidays, and additional benefits, such as life and health insurance, and retirement pensions.

Welders and cutters use protective clothing, goggles, helmets with protective lenses, and other devices to prevent burns and eye injuries. Although lighting and ventilation are usually adequate, they occasionally work in the presence of toxic gases and fumes caused by the melting of some metals. They are often in contact with rust, grease, paint, and other elements on metal surfaces.

Sources of Additional Information

For further information on training and work opportunities for welders and flame cutters, contact local employers. Local offices of the State employment service also may have information about the Manpower Development and Training Act, apprenticeship, and other programs that provide training opportunities. General information about welders may be obtained from the State Supervisor of Trade and Industrial Education or the local Director of Vocational Education in the State or city in which a person wishes to receive training or by writing to:

The American Welding Society
2501 NW 7th St.
Miami, Fla 33125.

International Union, United Automobile,
Aerospace and Agricultural Implement
Workers of America
8000 East Jefferson Ave.
Detroit, Mich. 48214.

II. Excerpts from description in *Working* by Studs Terkel.[1]

PHIL STALLINGS

He is a spot-welder at the Ford assembly plant on the far South Side of Chicago. He is twenty-seven years old; recently married. He works the third shift: 3:30 P.M. to midnight. ...

"The welding gun's got a square handle, with a button on the top for high voltage and a button on the bottom for low. The first is to clamp the metal together. The second is to fuse it.

"The gun hangs from a ceiling, over tables that ride on a track. It travels in a circle, oblong, like an egg. You stand on a cement platform, maybe six inches from the ground."

I stand in one spot, about two- or three-feet area, all night. The only time a person stops is when the line stops. We do about thirty-two jobs per car, per unit. Forty-eight units an hour, eight hours a day. Thirty-two times forty-eight times eight. Figure it out. That's how many times I push that button.

The noise, oh it's tremendous. You open your mouth and you're liable to get a mouthful of sparks. (Shows his arms) That's a burn, these are burns. You don't compete against the noise. You go to yell and at the same time you're straining to maneuver the gun to where you have to weld.

You got some guys that are uptight, and they're not sociable. It's too rough. You pretty much stay to yourself. You get involved with yourself. You dream, you think of things you've done. I drift back continuously to when I was a kid and what me and my brothers did. The things you love most are the things you drift back into.

Lots of times I worked from the time I started to the time of the break and I never realized I had even worked. When you dream, you reduce the chances of friction with the foreman or with the next guy.

It don't stop. It just goes and goes and goes. I bet there's men who have lived and died out there, never seen the end of that line. And they never will--because it's endless. It's like a serpent. It's just all body, no tail. It can do things to you . . . (Laughs.)

Repetition is such that if you were to think about the job itself, you'd slowly go out of your mind. You'd let your problems build up, you'd get to a point where you'd be at the fellow next to you--his throat. Every time the foreman came by and looked at you, you'd have something to say. You just strike out at anything you can. So if you involve yourself by yourself, you overcome this. ...

You really begin to wonder. What price do they put on me? Look at the price they put on the machine. If that machine breaks down, there's somebody out to fix it right away. If I break down, I'm just pushed over to the other side till another man takes my place. The only thing they have on their mind is to keep that line running. ...

I pulled a muscle on my neck, straining. This gun, when you grab this thing from the ceiling, cable, weight, I mean you're pulling everything. Your neck, your shoulders, and your back. I'm very surprised more accidents don't happen. You have to lean over, at the same time holding down the gun. This whole edge here is sharp. I go through a shirt every two weeks, it just goes right through. My coveralls catch on fire. I've had gloves catch on fire. (Indicates arms) See them little holes? That's what sparks do. I've got burns across here from last night.

I know I could find better places to work. But where could I get the money I'm making? Let's face it, $4.32 an hour. That's real good money now. Funny thing is, I don't mind working at body construction. To a great degree, I enjoy it. I love using my hands--more than I do my mind. I love to be able to put things together and see something in the long run.

I don't eat lunch at work. I may grab a candy bar, that's enough. I wouldn't be able to hold it down. The tension your body is put under by the speed of the line. . .

The younger worker, when he gets uptight, he talks back. But you take an old fellow, he's got a year, two years, maybe three years to go. If it was me, I wouldn't say a word, I wouldn't care what they did. 'Cause, baby, for another two years I can stick it out. I can't blame this man. I respect him because he had enough will power to stick it out for thirty years.

It's gonna change. There's a trend. We're getting younger and younger men. We got this new Thirty and Out. Thirty years seniority and out. The whole idea is to give a man more time, more time to slow down and live. While he's still in his fifties, he can settle down in a camper and go out and fish. I've sat down and thought about it. I've got twenty-seven years to go. (Laughs.) That's why I don't go around causin' trouble or lookin' for a cause.

[1] From *Working: People talk about what they do all day and how they feel about what they do,* by Studs Terkel. Copyright @ 1972, 1974 by Studs Terkel. Reprinted by permission of Pantheon Books, a Division of Random House, Inc.

Group Discussion Questions

1. Taking each description separately, what would you say are the most pleasant aspects of this occupation? the least pleasant aspects?

2. In what ways are the two descriptions similar?

3. In what ways are the descriptions different?

4. If one group of students read the *OOH* description and another group the *Working* description, do you think the two groups would acquire the same or different attitudes about this particular occupation? If you feel that the attitudes would differ, how would they differ?

5. What would you say are the main attitudes and feelings the person interviewed by Studs Terkel has about this job? Do you think other people in the same job would have attitudes and feelings different from these?

Goals and Student Performance Objectives for this Strategy

Main Goal

The main goal of this activity is to help students realize that information from written job descriptions and information from actual on-the-job experiences are often quite different and that both types of input are necessary and valuable in exploring work options.

OOH Description

A student reading the *OOH* description of the welding occupation would learn a number of facts useful to anyone who is considering welding as a possible occupation for her/himself. These facts include the following, in addition to the actual details of various types of welding and cutting:

- At the time this most recent edition of the *OOH* was published, very few welders and cutters were women.
- Jobs in this field are available in every state, with concentrations in major metalworking areas.
- The length of training varies from a few weeks to several years, depending upon the nature of the skills required by the particular type of welding or cutting.
- In addition to high school or vocational school training in welding, courses in mathematics, mechanical drawing, and blueprint reading are useful to students considering entering this field.
- There are opportunities for promotion to foreman and other positions within the field, including self-employment.
- The employment prospects for welders are expected to increase rapidly through the mid-1980's.
- By projecting from the 1972 salary figures given, students can estimate potential earnings in the field.
- There are a number of sources from which interested students can obtain further information about this field of work.

Working Description

In contrast, someone reading the *Working* description would learn very few of the above facts, but would learn a great deal about how one particular person feels about and is affected by actually working at a welding job. The reader would also receive a more personalized account of the job details of one type of welding. Following are some of the things the reader would learn from this description:

- Phil Stallings stands in one place during his entire eight-hour shift.
- There is a great deal of repetition in his job: by multiplying the figures he gives us, we see that he pushes the button on his welding gun 12,288 times during each shift.

- The work does not challenge his mind, and he spends a great deal of time daydreaming about happy times in his past and fantasizing.
- There is a great deal of tension involved in his job. The tension affects him both psychologically and physically. The psychological effects include attempting to reduce interpersonal friction by retreating into his daydreams. The physical effects include not being able to eat lunch.
- In addition to the repetitiveness of the work, constant noise and spark hazards contribute to the tension of the job.

Values of Both Descriptions

By comparing the above two lists, it is obvious that both descriptions would be useful to someone considering welding as a possible occupation. The *OOH* description provides information on educational and training requirements, availability of jobs and outlook for the future, salary and promotion potential, and sources of additional information. In contrast to the factual nature of that information, which attempts to describe what the occupation may typically be like, the *Working* description provides a dramatic, first-hand account of what a job in this field actually is like for one particular real-life person. Both descriptions have drawbacks: the *OOH* description cannot tell a student how s/he will feel working at that job, and the *Working* description reflects the attitudes and feelings of only one individual person and thus may not be representative of all people working in that occupation. However, it is apparent that more than strictly factual information should be sought and evaluated during the process of exploring work options. Ideally, students should spend some time themselves at the occupations that interest them, and should talk with as many people as possible who work in these occupations.

Other Goals

This activity can be used to help meet at least five goals in addition to the main goal discussed above:

1. To increase student understanding of *occupational clusters* (by familiarizing them with the *OOH* and its use as a reference tool).

2. To increase student understanding of *occupational interdependency* (by pointing out the variety of different industries dependent upon the services of welders and cutters, e.g., automobile, aircraft, construction, and structural-metal products manufacturers).

3. To help students particularly interested in welding to *expand* the number of work alternatives to be explored (by introducing them to a wide variety of welding and cutting jobs described in the *OOH*).

4. To motivate students to take an active part in *work exploration experiences* (by emphasizing the values of first-hand, personal experience of what various jobs entail).

5. To motivate students to consult as many *sources of information* as possible during the process of exploring work options (by emphasizing the need for more than one type of information, as demonstrated by this activity).

You can see that these goals relate to many of the reasons for developing students' skills in exploring work and leisure options which were presented in the first section of the module. Can you think of any additional goals which this activity could be used to help meet?

Student Performance Objectives

Specific, behavioral student performance objectives could be developed for each goal. An example student performance objective related to the main goal for this activity might be the following:

"After participating in this activity, the student will be able to describe verbally or in writing the main difference between the type of information provided by the job description in the *OOH* and the type of information provided by the job description in *Working*."

Depending upon the level of sophistication of the student target population, this objective could be expanded to include a comparative description of the values and drawbacks of each type of information.

HOW TO ADAPT THE ACTIVITY FOR USE WITH A VARIETY OF STUDENT TARGET POPULATIONS

This activity could be adapted in a number of ways, including the following:

1. The two excerpted descriptions could be tape-recorded and played back to students. This would be particularly appropriate for use with blind students or students who are slow readers or have other reading problems. This would also be an effective technique to use with students who have trouble concentrating, since several different voices could be used to inject variety into the recording.

2. Each student could choose an occupation in which s/he is interested, read the *OOH* description for that occupation and then interview a local adult who is in that occupation or a closely related one. Students could tape these interviews or take written notes and then write a paper or give an oral presentation to the rest of the class, comparing the *OOH* description to the interviewee's description and perceptions of the occupation. Students might also spend time at the workplace of the people they interview.

3. For elementary school students, the activity could be simplified to one or two paragraph excerpts from each source, with the paragraphs chosen to illustrate the point of the activity in a very direct manner.

4. The occupation chosen for discussion could be varied according to the specific geographic location of the student target population. For example, the occupation of mining might be interesting for students in Kansas, whereas farming is an occupation which they would probably already know about.

5. After going through the activity once as a group, students could be given the assignment of choosing an occupation represented in a television program or advertisement. They could then prepare a verbal or written presentation comparing the way the occupation is represented in the program or ad with the way it is described in the *OOH*. The next step would be to compare both the television and the *OOH* descriptions with the description from a real-life person in that occupation. This adaptation of the activity would be particularly useful in developing student awareness of the stereotyped fashion in which many occupations are represented

in television programs and advertisements (e.g., the occupation of stewardess is typically represented as glamorous and the occupation of physician as exciting and fulfilling. Very rarely do television portrayals present any elements of boredom or routine for either of these occupations).

Can you think of additional ways to adapt this activity? Think specifically of adaptations for use with students in your setting.

ACTIVITY 3 - EXPLORING LEISURE OPTIONS

Occasionally experimenting with new or different leisure-time activities can help us to broaden our interests; explore new leisure possibilities for ourselves related to our values, needs, and abilities; and better define and focus on those activities which are most satisfying for us.

Write down one leisure-time activity in which you are not currently involved but which you think you would like to try sometime or find out more about.

Take turns telling the rest of the group what activity each of you wrote down and why you chose that particular activity. Find out what other people in the group know about the activity, including such things as the *time*, *cost*, and *equipment* involved; the *abilities* or *skills* required; any *rules* or *regulations* associated with the activity; the availability of any *facilities* (e.g., a gymnasium) required for participants; and the *benefits* and *satisfactions* (and frustrations) associated with this activity.

GOALS AND STUDENT PERFORMANCE OBJECTIVES FOR THIS ACTIVITY

This activity can be used to help meet a variety of guidance and instructional goals which are related to the reasons presented in the first section of this module for helping students to develop skills in exploring work and leisure options. Following are some of the goals which this activity can help meet:

1. To increase students' awareness of the *wide range* of possible uses of their leisure time
2. To help students not only become aware of, but to actively explore and consider a *variety* of leisure alternatives in the process of identifying and choosing those which are personally most satisfying
3. To help students *compare* and evaluate the time, costs, equipment, and skills required for participation in various leisure activities
4. To help students learn about different types of recreational *facilities* and their availability
5. To increase students' awareness of the *benefits* associated with participation in various leisure activities (e.g., maintaining good physical condition)
6. To help students discover a variety of types of information (e.g., the items mentioned in points 3, 4, and 5 above) which they can use in the process of *matching* their personal leisure-related values, needs, interests, and abilities to available leisure options
7. To help students discover the types of information which will be useful to them in considering *new* leisure options for themselves as their values, needs, interests, and abilities change
8. To help students discover the types of information which will be useful to them in achieving a satisfactory *integration* of their leisure activities into their overall lifestyle

Can you think of any additional goals which this activity could be used to help meet?

A number of behaviorally specific student performance objectives could also be developed for each of the goals which this activity can help meet. For example, a student performance objective related to goal 3 above might be: "After participating in this activity, each student will be able to

state verbally or in writing the time, cost, equipment, and skill requirements for one leisure activity with which s/he was not familiar before taking part in this learning activity."

HOW TO ADAPT THE ACTIVITY FOR USE WITH A VARIETY OF STUDENT TARGET POPULATIONS

This activity can be adapted in a number of ways, including the following:

1. The activity can be simplified for use with very young elementary school children by simply having the students take turns describing what each does during her/his time away from school. They can talk as a group about activities which they haven't tried but which they think they would like.

2. Older students can be encouraged to describe not only *what* they do during their time away from school, but *how* they choose to do those particular things (i.e., what they like about those activities). This adaptation is useful in helping students identify and begin to analyze their leisure-related values, needs, interests, and abilities.

3. When discussing the benefits of participation in various leisure activities, the group leader can ask students if they take part in any leisure activities which they do *not* enjoy (e.g., chores around the house). The group can then discuss ways to make these activities *more* enjoyable (e.g., by listening to music while cleaning house). This can also lead into a discussion of the various meanings of leisure.

4. For students with various types of handicaps, the focus of the activity should be on those leisure activities which are realistic options for them. They should be encouraged to consider all such options, and the group leader can prepare for the activity by compiling a list of appropriate and realistic options for handicapped students. Guidelines for choosing avocational activities for handicapped persons are provided in the *Guide to Avocational Activities* (Overs, R. P., (Ed.). Milwaukee, Wisconsin: Curative Workshop of Milwaukee and University of Wisconsin, Milwaukee Rehabilitation Counselor Education Program, 1972).

Students *without* handicaps can work on devising activities for people with all types of physical and mental handicaps. Students can thus become more sensitive to the problems of handicapped people as well as learn more about leisure activities.

5. The activity can be adapted for various geographic locations by having the students think of leisure activities which they would like to

try but cannot because the necessary facilities or conditions do not exist in their area. Then they can discuss ways of increasing their opportunities for participation in these activities (e.g., by lobbying for more community recreation centers in their area).

6. Students can be assigned to research the particular activities in which they are interested and then report back to the class. Their reports should include information about the costs (both initial and continuing), amount of time, equipment, skills, rules, and facilities associated with the activities. The reports should also discuss the basic nature of the activity (e.g., team versus the individual activity), its benefits and satisfactions, and any frustrations involved. Students can consult such research resources as people, recreational organizations, books, and magazines.

The student reports can be either verbal or written. If written, they can be compiled into a catalog of leisure activities which can be made available to interested students. This particular project might even lead to the development of a leisure options resource center within the school. See the activities and strategies section of the Appendix for other suggestions on types of resources to include in such a center.

Can you think of additional ways to adapt this activity? Think specifically of adaptations for use with students in your setting.

ACTIVITY 4 - EXPLORING THE INTERACTION OF WORK AND LEISURE

For each of us, our overall lifestyle is influenced strongly by the interaction of what we call our work and what we call our leisure. Read the following vignette describing a typical Friday afternoon at the hypothetical XYZ Company.

"It is 4:30 on a Friday afternoon, and at the XYZ Company, most of the employees are thinking about what they are going to be doing after work tonight. Betty, who works in the typing pool and takes pride in the speed and accuracy of her typing, is looking forward to a dinner-date and movie with her boyfriend. Sara, who also works in the typing pool but frequently goes home with a headache that she's sure is caused by the day-long clatter of all the typewriters, is looking forward to soaking in a hot bathtub and then curling up in bed with a book. Joe is a college student who does part-time typing for the XYZ Company to help pay for his tuition; tonight he's going to start working on the history term paper he's been putting off but which is due Monday.

"Ed, Bill, and Anne are all sales managers who have just completed major sales they've been negotiating for the past several months. Ed is throwing a big party to celebrate, and Bill is looking forward to his regularly scheduled Friday night handball game with a friend. Anne is looking forward to going to bed early for the first time in several weeks, after she and her husband and children have planned what they will do the rest of the weekend.

"Jane, the vice-president in charge of sales for XYZ Company, would like to go to Ed's party, but she feels obligated to attend a lecture being sponsored by the local service organization she recently joined. About six months ago, XYZ's president hinted to Jane that it would reflect well on the company if Jane would join at least one local community group. He also invited Jane to join a Saturday morning golf group composed of local business people."

GOALS AND STUDENT PERFORMANCE OBJECTIVES FOR THIS ACTIVITY

As was the case with the previous two activities, this activity can be used to help meet a variety of guidance and instructional goals which are related to the reasons presented in the first section of this module for helping students to develop skills in exploring work and leisure options. This activity is specifically designed to help students understand and explore the *interactions* of work and leisure. Following are some of the goals which the activity can help meet:

1. To increase students' awareness of the fact that what we call our work and what we call our leisure *interact* in influencing our overall lifestyle.

2. To increase students' awareness of how *work demands* influence our leisure activities.

3. To motivate students to begin thoughtful *planning* for achieving a satisfying overall lifestyle which combines elements of both work and leisure.

4. To help students understand how they can plan for *integrating* leisure activities into their overall lifestyle so that both their work and their leisure provide maximum satisfaction.

5. To increase students' understanding of the ways in which both our work and leisure activities *reflect* our personal values, needs, interests, and abilities.

Can you think of any additional goals which this activity could be used to help meet?

A number of behaviorally specific student performance objectives could be developed for each of the above goals. For example, a student performance objective related to goal 2 above might be: "After participating in this activity, each student will be able to state verbally or in writing at least one way in which work demands influence our leisure activities."

HOW TO ADAPT THE ACTIVITY FOR USE WITH A VARIETY OF STUDENT TARGET POPULATIONS

This activity can be adapted in a number of ways including the following:

1. The activity can be adapted for use in various geographic locations by rewriting the vignette as necessary to make it descriptive of types of work and leisure activities found in the students' particular settings.

2. The activity can be adapted for use with students from various socioeconomic backgrounds by either broadening or narrowing the range of work and leisure activities described in the vignette.

3. The activity can be adapted for use with handicapped students by rewriting the vignette to describe work and leisure activities of people with handicaps similar to those of the students.

4. The activity can be used as the basis for discussion of the various meanings of "work" and "leisure." For junior and senior high school students, the teacher or guidance person can assemble a number of quotes representing a variety of points of view about both work and leisure and have the students discuss each of them. Or the students themselves can brainstorm as many different meanings, connotations, and associations for "work" and "leisure" as they can think of and then discuss each.

5. In a history or philosophy class, the activity can be used to stimulate interest before assigning students to research and write a report on how attitudes toward and meanings of work and leisure have varied at different points throughout history.

6. For students seriously considering certain occupations or taking part in work exploration experiences, the activity can be used to increase their awareness of how job demands influence leisure activities and to stimulate them to evaluate the effects that the occupations they are considering may have on their leisure activities. For example, most jobs exert a primarily *restrictive* influence on leisure activities, since typical work hours limit the amount of time available for leisure activities. There are also certain occupations in which job demands exert a strong *prescriptive* influence on leisure activities by requiring participation in certain social groups or "accepted" leisure-time activities.

7. After going through the activity, students can be asked to compare their school activities with their activities outside of school to see what similarities and differences exist between the two and how they influence each other.

8. After going through the activity, students can interview adults in various occupations to find out what they do during their work and their leisure and how the two types of activities influence each other. To make the activity as relevant as possible, students can interview adults in occupations they are considering. Students who interview adults in similar occupations could compare their interviews and discuss any similarities or differences in the leisure activities of the various adults.

Can you think of additional ways to adapt or extend this activity? Think specifically of ways to adapt it for students in your setting.

14

MEETING THE REQUIREMENTS OF OBJECTIVE 2

Objective 2

Choose one of the activities presented in the module which can be used to help students explore work and leisure options and adapt it for use with students in your particular setting.

Successful achievement of this objective requires preparing a written outline describing the students in your setting, the activity you have chosen, at least one goal for that activity, and how you would modify that activity for use in your setting. The acceptability of each participant's outline will be determined by exchanging papers with a co-participant and certifying that each other's outlines meet the criteria specified above (or by having the module coordinator do this certification).

Directions

Use the following procedure in meeting the requirements of Objective 2:

1. Choose one of the three activities presented in this section of the module (Activity 2, 3, or 4).

2. Spend five to ten minutes planning how you will adapt the activity for use with students in your particular setting. If you are part of a group of two or more participants from the same school or other setting, you may work together. If you are not currently working with students, create a hypothetical setting and a student target population for whom you will adapt your chosen activity.

3. Spend a maximum of 15 minutes preparing an outline which includes all of the following:

   a. A statement of which of the three activities you have chosen to adapt for use in your setting
   b. A description of the students with whom you will be using the adapted activity. Your description should include the age, grade level, achievement level, sex, race, and socioeconomic background of the students, as well as any other variables which you consider relevant.
   c. A statement of at least one guidance or instructional goal for your adapted activity

d. (Optional) A statement of at least one behaviorally specific student performance objective for the activity

e. A description of how you will adapt the activity for use with the student target population you have described

4. At the end of the 15 minutes writing time, exchange papers with another participant. Use the checklist on the following page to certify that each other's outlines meet the criteria specified for successful achievement of Objective 2. Then sign and date the checklist and return it and the outline to the owner.

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CHECKLIST FOR DETERMINING SUCCESSFUL ACHIEVEMENT OF OBJECTIVE 2

Certify that the outline which you have received includes all of the following:

____ a. A statement of which of the three activities the participant has chosen to adapt for use in his/her setting.

____ b. A description of the students with whom the participant will be using the adapted activity. The description includes at least the following student variables:

- ____ Age
- ____ Grade level
- ____ Achievement level
- ____ Sex
- ____ Race
- ____ Socioeconomic background

____ c. A statement of at least one guidance or instructional goal for the adapted activity.

____ d. (Optional) A statement of at least one behaviorally specific student performance objective for the adapted activity.

____ e. A description of how the participant will adapt the activity for use with the student target population s/he has described.

Checked by: _____

Date: _____

ADDITIONAL RESOURCES FOR USE WITH STUDENTS IN EXPLORING WORK AND LEISURE OPTIONS

Annotated Resources

This section of the module contains annotations of several additional resources useful to guidance personnel who are interested in helping students develop skills in exploring work and leisure options. The annotated resources are examples of the types of materials which are available in this area. They are not the only resources available, nor are they necessarily the most exemplary.

Other Resources

In addition to the resources annotated here, publications such as *The Occupational Outlook Handbook* and the *Dictionary of Occupational Titles* are useful tools in familiarizing students with the wide range of work options from which they can choose those they want to explore further. The *OOH* was described in a previous section of this module. For those not familiar with the *Dictionary of Occupational Titles*, it is published by the U.S. Department of Labor in two volumes and a supplement, and it contains information on over 35,000 occupations. *Volume I, Definition of Titles* alphabetically lists job titles and their descriptions. *Volume II, Occupational Classification*, is designed to help users distinguish relationships among occupations by grouping together jobs with the same basic occupational, industrial, or worker characteristics. The *Supplement* relates to *Volume II* in that it contains details on *selected* characteristics of occupations (e.g., physical demands, working conditions, and training time).

Objective 3

Identify two sources of additional activities, texts, or other resources related to the module topic area which you think would be applicable for use with students in your setting.

Successful achievement of this objective requires reviewing descriptions of eight resources related to the module topic area (using the Resource Checklist provided), and identifying at least two which you think would be applicable for use with students in your setting.

Directions

The purpose of the following activity is to familiarize you with additional resources which you can use to help students in your own setting develop skills in exploring work and leisure options.

Read the eight resource descriptions on the Resource Checklist (pages 45-47). On the Checklist, mark whether or not you think each resource would be applicable for use with students in your setting, and write down the reasons for your decisions. If you need more information on any of the resources, turn to the longer annotations which begin on page 48.

Resource Checklist

1. *Avocational Activities Inventory*

The *Avocational Activities Inventory* is patterned after the *Dictionary of Occupational Titles* published by the U.S. Department of Labor. The *Inventory* is designed to classify avocational activities in a systematic manner. Although it was constructed with the needs of the severely disabled and the elderly in mind, it is also useful as a listing of avocational activities in general and as a resource in the exploration of possible leisure activities by any individual.

____ Applicable ____ Not Applicable

Why or why not applicable: _____

_____

_____

2. *Career Education: A Curriculum Design and Instructional Objectives Catalog*

The main body of the catalog contains nearly 2,000 career education instructional objectives arranged according to the topics and concepts they are intended to promote. The catalog is intended to serve as a resource from which school personnel can select those objectives that are best suited to the needs of their particular student target populations. One area covers information and skills related to education and training, jobs and employment, social responsibility, and leisure.

____ Applicable ____ Not Applicable

Why or why not applicable: _____

_____

_____

3. *Career Education Curriculum Project Modules and Guide*

The materials consist of two major components: (1) a guide entitled *Career Education: Methods and Processes* and (2) a systematically organized series of teaching modules. There are guides and modules for developmental levels K-3, 4-6, 7-9, and 10-12. The modules provide developmental learning activities designed to develop knowledge, skill, and understanding in the following areas: interpersonal relationships; interests and tastes; and life roles, settings, and events (including family, education, work, and leisure).

____ Applicable ____ Not Applicable

Why or why not applicable: _____

_____

_____

4. *Career Education Products*

The Center for Vocational Education makes available a wide variety of career education products which have been developed and tested under the sponsorship of the National Institute of Education. Teacher's Guides demonstrate how career education can be incorporated into the existing curriculum. There are a number of guides for each of several theme areas, including Self and Careers and Exploring the Work World. Community Involvement Materials provide theoretical background information, references, planning models, and suggestions for developing programs to secure community support for and participation in school-based career education.

____ Applicable ____ Not Applicable

Why or why not applicable: _____

_____

_____

5. *Career Guidance, Counseling and Placement Elements of an Illustrative Program Guide: A Life Career Development Perspective*

This guide is designed to provide suggestions to assist state and local leaders in developing and implementing their own guides for career guidance, counseling, and placement. It contains examples of concepts, goals, and performance objectives organized by four life career development domains and by four grade levels within each domain. The domain of Life Roles, Settings, and Events focuses specifically on the worlds of education, work, and leisure. It also presents sample activities for selected goals and performance objectives and provides a list of resources used in the activities.

____ Applicable ____ Not Applicable

Why or why not applicable: _____

_____

_____

6. *Guide to Avocational Activities (Volumes I, II, and III)*

Activities are classified according to the classification system used in the *Avocational Activities Inventory* and are described in Volumes

I and II. Volume III provides a quick find list to the avocational activities described in Volumes I and II. Although the *Guide* is intended for use in choosing avocational activities for handicapped persons, much of the information provided is relevant for anyone wishing to learn more about various avocational and leisure-time activities.

____ Applicable ____ Not Applicable

Why or why not applicable: _____

_____

_____

7. *Resource Book of Low Cost Materials for Career Education*

This book compiles in one volume information on a wide variety of resource materials available in the field of career education. Many of the annotated resource materials contain specific objectives and activities which teachers and other guidance personnel can use in infusing career education concepts into the school setting. The annotations in the section on career exploration focus on the acquisition of information about actual careers as well as about the world of work in general and cover a variety of media.

____ Applicable ____ Not Applicable

Why or why not applicable: _____

_____

_____

8. *Satellite Technology Demonstration - Career Education Materials*

The Satellite Technology Demonstration (STD) project used a communications satellite as a media distribution system for rural populations. Career Education was chosen as the topic of the STD programming for students, with the focus on students in grades 7-9. The pre-taped segments used a number of different formats to explain career concepts, including a futuristic science fiction set called Time Control Central, and various dramatized situations and characters. Printed materials designed to supplement "Time Out" included a teacher guide and a student magazine.

____ Applicable ____ Not Applicable

Why or why not applicable: _____

_____

_____

TITLE: *Avocational Activities Inventory*

SOURCE: Overs, R. P. (Ed.). Research Department, Curative Workshop of Milwaukee, Milwaukee, Wisconsin, 1971 (revised).

LEVEL: All ages

FORMAT: Printed guide

COST: $1.00, available from editor

FEATURES: The *Avocational Activities Inventory* is patterned after the *Dictionary of Occupational Titles* published by the U.S. Department of Labor. The *Inventory* is designed to classify avocational activities in a systematic manner. Although it was constructed with the needs of the severely disabled and the elderly in mind, it is also useful as a listing of avocational activities in general and as a resource in the exploration of possible leisure activities by any individual.

The classification system used in the *Inventory* consists of two codes: the activity code and the social relationship code. The activities code is a three-digit code which groups activities according to similarities. The social relationship code is a five-digit code which specifies the characteristic human groupings and interpersonal relationship settings within which avocational activities may be carried on. Avocational activities are divided into the following nine major categories: games; sports; nature activities; collection activities; craft activities; art and music activities; educational, entertainment, and cultural activities; volunteer activities; and organizational activities. An alphabetical index lists all of the activities classified in the *Inventory*.

Suggested uses for the *Inventory* include the following:

1. The avocational activities which individuals or groups have pursued in the past may be systematically classified and coded so that patterns of activities emerge. From this, probable areas of interest for future activities, either avocational or occupational, can be predicted.

2. The system can be used for exploration of possible avocational activities much as vocational counselors using the *Dictionary of Occupational Titles* now carry on occupational exploration with clients.

3. The social relationships classification can be useful for counselors seeking activities to meet the needs of clients with problems in interpersonal relationships. Rather than listing specific activities, the social relationships classification attempts to classify the avocational activities according to the characteristic human groupings within which the activities may be carried on. The five dimensions used in this classification are size of group, sex, intensity of relationship, social class, and age.

4. This classification system can serve as a basis for avocational files and make retrieval of information about community avocational activity resources much more functional. For instance, all of the information about craft activities could be located in one or more adjacent file folders.

5. The system offers a basis for classifying data obtained from research on avocational activities so that data collected during the course of different projects will be comparable.

6. The system can serve as a basis for developing secondary cross-referencing systems which identify activities that meet the needs of special client groups, e.g., clients at various age levels or with certain types of handicaps.

TITLE: *Career Education: A Curriculum Design and Instructional Objectives Catalog*

SOURCE: Dunn, J. A., et al. Palo Alto, California: American Institutes for Research, 1973.

LEVEL: K-9

FORMAT: Catalog

COST: $9.75, available from American Institues for Research, P. O. Box 1113, Palo Alto, California 94302.

FEATURES: This catalog is the second in a series of products published as part of a career education curriculum development project commissioned by the Curriculum Center for Occupational and Adult Education, Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education. A brief introduction includes an overview of historical trends in curriculum and the place of career education in the schools. The main body of the catalog contains nearly 2,000 career education instructional objectives arranged according to the topics and concepts they are intended to promote. The catalog is intended to serve as a resource from which school personnel can select those objectives that are best suited to the needs of their particular student target populations.

The instructional objectives are divided into four strands reflecting the general categories of information and skills necessary for making career decisions, with "career" encompassing the many aspects of one's life. Strand I, Self-Understanding and Appreciation, covers information and skills related to the areas of individual differences and assessment, and knowledge of self. Strand II, Opportunities and Options, covers information and skills related to education and training, jobs and employment, social responsibility, and leisure. Strand III, Orientation and Goal Formulation, covers status assessment and options analysis. Strand IV, Goal Exploration, covers personal planning and goal pursuit.

Within each strand, a number of instructional objectives are presented for the various topics and concepts relevant to each area. The area of jobs and employment includes objectives related to a wide range of specific career clusters, as well as more general concepts such as the monetary and nonmonetary benefits to be gained from working, occupational supply and demand, labor migration and mobility, and the functions of career clusters. In the area of leisure, there are objectives related to the different types of opportunities provided by various leisure activities, individual differences in leisure activities, geographical patterns of leisure activities, knowledge of leisure resources, and the costs and benefits of leisure activities.

TITLE: *Career Education Curriculum Project Modules and Guide*

SOURCE: Gysbers, N. C. (Director), & Moore, E. J. (Consultant). Career Education Curriculum Project. College of Education, University of Missouri-Columbia, 1976.

LEVEL: K-12

FORMAT: Printed modules and guides.

COST: Variable, depending on sets ordered. For details, contact: Instructional Materials Laboratory, University of Missouri-Columbia, 8 Industrial Education Building, Columbia, Missouri, 65201.

FEATURES: The staff of the Career Education Curriculum Project at the College of Education, University of Missouri-Columbia, have developed a set of materials designed to provide educators and guidance personnel with activities which will aid in infusing career education concepts into the existing curriculum. The materials were prepared pursuant to a grant from the Research Coordinating Unit of the Missouri State Department of Elementary and Secondary Education. Students and educators from the Columbia public schools contributed suggestions.

The materials consist of two major components: (1) a guide entitled *Career Education: Methods and Processes* and (2) a systematically organized series of teaching modules. The guide is divided into two major sections: the first section provides a perspective of career education and the second section contains methods and processes necessary for the successful implementation of many of the activities found in the modules. There are guides for developmental levels K-3, 4-6, 7-9, and 10-12. The modules provide developmental learning activities designed to develop knowledge, skill, and understanding in the following areas: interpersonal relationships; interests and tastes; and life roles, settings and events (including family, education, work and leisure). It is intended that the guide and teaching modules be used together.

There are different modules for the various grade levels (K-3, 4-6, 7-9, 10-12). Each module has a general goal and a number of specific learning activities. The modules are divided into learning sequences, with one or more specific learning objective per sequence and typically several learner activities. The activities are designed to involve and motivate students. Each activity includes information on appropriate class grouping (e.g., individual or group), related concepts and vocabulary, learner prerequisites, educator's preparation tasks, required materials/resources, skills covered in the activity, and subject matter areas to which the activity lends itself. Many of the activities can be adapted for use in different learning settings and academic disciplines. Each module also includes a general goal, a list of the resources required by the various activities, and a bibliography of related supplementary materials, including books, journals, learning kits, conference reports, and career education guides.

Modules particularly appropriate for use in helping to develop students' skills in exploring work and leisure options, and their corresponding developmental levels, include the following: *What do you like? What do you do?* (K-3); *You and new things to do* (4-6); *You and your interests: Old and new* (7-9); the series *You: Who...where...when* (separate modules for the different developmental levels); and the series *You at work: Who...where...when* (separate modules for the different levels).

TITLE: *Career Education Products*

SOURCE: The Center for Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210

LEVEL: K-12

FORMAT: Variable

COST: Variable, contact Center for details.

FEATURES: The mission of The Center for Vocational Education is to increase the ability of diverse agencies, institutions, and organizations to solve educational problems relating to individual career planning and preparation. One of the ways the Center fulfills this mission is by making available a wide variety of career education products which have been developed and tested under the sponsorship of the National Institute of Education. A brochure available from the Center provides abstracts of the materials along with information on prices and availability. Although the products are generally seen as self-installable, the Center does provide service on request to assist school systems in selecting appropriate plans and sets of materials for their career education programs.

The materials are presented in three major sets: Teacher's Guides, Staff Development Guides, and Community Involvement Guides. Teacher's guides demonstrate how career education can be incorporated into the existing curriculum. They consist of sets of learning experiences that focus on the elements of career education, career awareness and exploration, and beginning competency and skills. Each learning set contains a student objective, set overview, resource list, teacher preparation tasks, learning activities, and an evaluation-summary section. The guides offer direction to the teacher but also allow for modification, and activities can be selected to meet the needs of individual students and school systems. Simulations, field trips, individual and group projects, guest speakers, film presentations and suggested references are among the options included. There are a number of guides for each of several theme areas, including the themes of Self and Careers, and Exploring the Work World. The latter includes a number of guides devoted to the exploration of specific careers.

Staff Development Guides focus on suggested goals, strategies, and resources for planning the administration and implementation of career education concepts in the schools. These guides are intended to be especially useful to personnel who are responsible for planning various staff development and education programs.

Community Involvement Materials provide theoretical background information, references, planning models, and suggestions for developing programs to secure community support for and participation in school-based career education. In addition to their use by personnel responsible for involving the community in career education, these materials are also designed to be of use in the preservice and inservice training of counselors, teachers, and educational administrators.

TITLE: *Career Guidance, Counseling and Placement Elements of an Illustrative Program Guide: A Life Career Development Perspective*

SOURCE: Gysbers, N. C., & Moore, E. J. (Eds.). Columbia, Missouri: University of Missouri-Columbia, 1974.

LEVEL: K-12

FORMAT: Printed guide

COST: Available from ERIC Document Reproduction Service, P. O. Box 190, Arlington, Virginia 22210 ($7.80 hard copy, 75¢ microfiche)

FEATURES: This guide was developed by the Career Guidance, Counseling and Placement Project Staff, University of Missouri-Columbia, under funding from the U.S. Office of Education, Bureau of Occupational and Adult Education. It is designed to be illustrative and to provide suggestions to assist state and local leaders in developing and implementing their own guides for career guidance, counseling and placement. The guide is divided into several chapters, each with a rationale, guidelines for chapter content and design, and suggestions for implementing the guidelines.

Chapter 1 defines career guidance, counseling, and placement and examines the need for making this an integral part of the total educational process. Chapter 2 describes a model for career guidance, counseling, and placement based on a life career development perspective. This model provides a conceptual basis from which to develop a comprehensive, developmental program. Chapter 3 describes how a model can be translated from need statements (concepts) into goals, objectives, and activities. Chapter 4 outlines how concepts, goals, and objectives can be organized and displayed to represent a comprehensive developmental career guidance, counseling and placement program. Chapter 5 focuses on evaluation-based procedures to be considered when developing, implementing and maintaining a program.

Two appendices provide additional materials. Appendix A contains examples of concepts, goals and performance objectives organized by four life career development domains and by four grade levels within each domain. The four domains are: (1) Self-Knowledge and Interpersonal Skills, (2) Life Roles, Settings, and Events, (3) Life Career Planning Knowledge and Skills, and (4) Basic Studies and Occupational Preparation. The domain of Life Roles, Settings, and Events focuses specifically on the worlds of education, work, and leisure, including their interactions and reciprocal influences on overall lifestyle. The four grade levels used are K-3, 4-6, 7-9, and 10-12. Appendix B presents sample activities for selected goals and performance objectives in each of the four domains and provides a list of resources used in the activities.

TITLE: *Guide to Avocational Activities (Volumes I, II, and III)*

SOURCE: Overs, R. P. (Ed.). Research Department, Curative Workshop of Milwaukee, Milwaukee, Wisconsin, 1972.

LEVEL: All Ages

FORMAT: Printed guides

COST: Available from ERIC Document Reproduction Service, P. O. Box 190, Arlington, Virginia 22210 (Volumes I and II: $9.87 each, hard copy; 65¢ each, microfiche. Volume III: $3.29, hard copy; 65¢, microfiche).

FEATURES: These three volumes were prepared by the Curative Workshop of Milwaukee under a grant from the Bueau of Education for the Handicapped, U.S. Office of Education. The first two volumes provide guidelines for choosing avocational activities for handicapped persons. Volume I provides activity descriptions for 83 types of games, 98 kinds of sports activities, and 104 nature-related activities. Volume II provides activity descriptions for 88 collection activities; 84 craft activities; 83 art and music activities; 88 educational, entertainment, and cultural activities; 98 volunteer activities; and 88 organizational activities. Activities are classified according to the system used in the *Avocational Activities Inventory* also published by the Curative Workshop of Milwaukee.

Information concerning avocational activities is presented in two forms. First, a check list is provided and includes such information as a list of environmental and social psychological factors associated with the activity, possible costs of equipment and supplies needed for the activity, an estimate as to whether the activity is within the physical and/or mental capacity of an individual with a specified impairment, related references, and an estimate of the range of energy expenditure required by the activity. Second, a brief narrative provides a general description of the kind of activity involved, its relationship to various impairments, and views on its psychological and sociological aspects. No attempt is made to explain activity rules and regulations.

Volume III provides a quick find list to the avocational activities described in Volumes I and II. Under each environmental factor, social psychological factor, and impairment and energy expenditure range are listed appropriate codes for avocational activities in which those factors and impairments are relevant. An index is also included.

Although the *Guide* is intended for use in choosing avocational activities for handicapped persons, much of its information is relevant to anyone wishing to learn more about various avocational and leisure-time activities.

TITLE: *Resource Book of Low Cost Materials for Career Education*

SOURCE: Egan, J., et al. Palo Alto, California: American Institutes for Research, 1974.

LEVEL: K-9

FORMAT: Annotated bibliography.

COST: Contact author for details: American Institutes for Research, P. O. Box 1113, Palo Alto, California 94302.

FEATURES: This resource book is the tenth volume in a comprehensive career education curriculum development project conducted for the Curriculum Center for Occupational and Adult Education, Bureau of Adult, Vocational, and Technical Education, U.S. Office of Education. It compiles in one volume information on a wide variety of resource materials available in the field of career education. This book has five parts and an Appendix.

Part I is the introduction to career education.

Part II, Teacher Overviews of Career Education, contains 23 citations of books, handbooks, and implementation guides intended to familiarize teachers with the career education concept and to suggest a variety of methods for the infusion of career education objectives into the curriculum.

Part III, Instructional Materials, cites 42 documents grouped into five categories: teacher handbooks and guides, career exploration materials, curricula and student texts, student guidance materials, and multi-media resources.

Part IV, Supplementary References, includes 51 annotations of other bibliographies, journals, periodicals, newsletters, materials related to sex-stereotyping and career education, and other key resources.

Part V, Children's Literature Survey, describes 100 children's books which deal directly or indirectly with career education concepts.

An Appendix, Recent Federal Programs, briefly describes federally funded projects concerning career education.

Many of the resource materials annotated in this book contain specific instructional objectives and student learning experiences and activities which teachers and other guidance personnel can use to infuse career education concepts into the school setting. The annotations in the section on career exploration focus on the acquisition of information about actual careers as well as about the world of work in general. They cover a variety of media, including "comic" books, student texts, career exploration kits, dictionary-like fact books, and a monthly student magazine devoted to careers.

TITLE: *Satellite Technology Demonstration - Career Education Materials*

SOURCE: The Federation of Rocky Mountain States, Inc.
2480 West 26th Avenue
Denver, Colorado 80211

LEVEL: 7-9

FORMAT: Satellite telecommunication broadcasts, printed teacher guide, and student magazine.

COST Contact source for details on availability and cost.

FEATURES: The purpose of the Satellite Technology Demonstration (STD) was to demonstrate the feasibility and acceptability of using a communications satellite as a media distribution system for rural populations, using a variety of program materials. The STD was an undertaking of the Federation of Rocky Mountain States, Inc., which was established in 1966 as a partnership of six states: Idaho, Montana, Utah, Wyoming, Colorado, and New Mexico (Nevada and Arizona also participated in the STD). The Federation involves state governments and the private sector in a cooperative effort to solve regional problems and to plan for and promote the orderly development of the region. The STD project was funded primarily through the National Institute of Education and the Office of Telecommunications of HEW.

Following an extensive needs assessment, career education was chosen as the topic of the STD programming for students, with the focus on students in grades 7-9. The aim was to provide opportunities for career exploration within a decision-making framework. The series emphasized self-assessment, career exploration, and decision-making, stressing the options available to each student in relation to her/his individual needs and abilities. It provided familiarity with a wide variety of career categories. Entitled "Time Out," the career education programming was broadcast weekdays in half-hour segments during the 1974-75 school year. Some schools installed equipment to receive programming directly from the satellite, and others used public television stations or cable and translator systems. Most programs were pre-taped segments that used a number of different formats tc explain career concepts, including a futuristic science fiction set called Time Control Central, and various dramatized situations and characters. There were also a number of live broadcasts and audio interactions between students and program staff.

Printed materials designed to supplement "Time Out" included a teacher guide and a student magazine. The teacher guide contained a variety of discussion questions and activities enabling teachers to select materials appropriate for their students and related to each day's programming. The guide included an introductory issue and updates. The student magazine, issued four times per semester to each student in the 56 participating sites, contained articles, games, puzzles, and artwork designed to increase student motivation and learning.

(The STD project also included an adult evening series, several special programs, a materials distribution service for educators, and a teacher-oriented series of career education programs.)

APPENDIX

ADDITIONAL STRATEGIES AND ACTIVITIES

Following are suggestions for work- and leisure-related strategies and activities which you could adopt or adapt for use with your students. Many of them could easily be integrated into the regular classroom curriculum.

A. WORK-RELATED

1. Students can interview their parents or other adults about their jobs, tape record or take notes on the interviews, and then report to the class. Reports should include such things as what the people like and dislike about their jobs.

2. Students can spend at least one day (preferably longer) actually on the job with their parent(s) or other adults and then report to the class on their experiences.

3. Students interested in photography or film-making can photograph or film their parents or other adults at work (or draw, sketch, or paint a picture). They could then present their project to the class and discuss why they chose to photograph, film, or draw those particular activities or aspects of the job or work environment.

4. Students can interview an adult they don't know (e.g., classmate's parent). Possible variations include interviewing (a) someone in a job they think they'd like, (b) someone in a job they think they wouldn't like, (c) someone in a job they think they know a lot about, (d) someone in a job they don't know anything about. Students should find out not only what the jobs entail and what the people like or dislike about them, but also things such as the people's educational backgrounds, their job aspirations in high school and any changes since then, their job history since leaving school, and what they learned in previous jobs that helps them in their present one.

5. From a master list of students' parents and/or other adults interviewed, students can group the occupations in terms of related characteristics (e.g., working indoors vs. outdoors; working with people, data, or things) and then have panel discussions of the interview results for each group to analyze similarities/dissimilarities in the adults' perceptions of their jobs.

6. Recent graduates of the school can make panel or individual presentations about their work experiences since leaving high school.

7. Each student can make a card that briefly describes the job of his/her parent or an adult friend. When all of the cards are made into a deck, students can pick a card at random, spend a day on the job with the adult whose card they picked (including housewives) and then report to the class on their experiences.

8. The entire class can visit various work settings (preferably in small groups so the visits do not disrupt the work setting, but all should visit the same place). Then the entire class can discuss the visit, e.g., what they liked/disliked, learned, would like to find out more about, etc.

9. Panel discussions can be presented by people from interdependent fields, e.g., medicine (nurses, doctors, physical therapists, dieticians and nutritionists, "patient representatives," other health para- and professionals such as nurse practitioners, midwives, physicians' assistants, and hospital auxiliary and volunteer staff). These people can discuss the interrelationships of their various roles. When possible, students should organize the panel, decide upon and research the types of professions to be represented, and contact the prospective participants.

B. LEISURE-RELATED

1. From a student-generated list of activities (sports, hobbies, etc.), each student can draw an activity from a hat (or a deck of cards of the different activities), research it, and report to the class on it. The report should include these things: the time involved; the cost ("set-up" costs, equipment, and continuing costs); the characteristics of the activities (e.g., competitive, creative, self-expressive, team event or individual activity); the abilities required; the benefits to be gained (e.g., physical health from sports, increased vocabulary from crossword puzzles); and the rules, if any.

2. Students can keep "diaries" of their activities when not in school (for one or two weeks) and then analyze their own diaries in terms of what types of activities they seem to prefer, whether their weekend activities differ from their after-school activities, whether they would like to change their activities in any way, etc.

3. Students can interview their parents or other adults to see if their leisure interests have changed over the years, and if so, how. The interviews can be tape-recorded or written.

4. Students can interview retired people (grandparents or others) or arrange a panel discussion among retired people. Questions could include these: Are the individuals involved in the same leisure activities as before their retirement, or different ones? Do they enjoy retirement, or do they wish that they were still working? Do they think that they could have prepared themselves better for retirement? This activity could be a part of a curriculum unit on gerontology and understanding the elderly.

5. Students who are interested in photography can take pictures or films of sports events or other recreational activities and then present their projects to the class for discussion of the activities portrayed.

6. Students can conduct a survey of each other, other classes, teachers, and school personnel, their parents and other family members, and their neighbors about recreational activities in which they would like to take part, but for which the opportunities or necessary facilities are not readily available, due to the lack of such facilities in their area, inconvenient location, or whatever. This could lead to recommendations to the school board, the city council, or others for the development of additional recreational facilities in the area.

REFERENCES

Dagley, J. C., & Colby, P. G. *Work and leisure environments.* Athens, Georgia: Georgia Department of Education, 1976.

Terkel, S. *Working: People talk about what they do all day and how they feel about what they do.* New York: Pantheon Books, a division of Random House, Inc., 1974.

U.S. Department of Labor, Bureau of Labor Statistics. *Occupational outlook handbook* (Bulletin 1785). Washington, D.C.: U.S. Government Printing Office, 1974.

COORDINATOR'S GUIDE

HELPING STUDENTS EXPLORE WORK AND LEISURE OPTIONS

Developed by the National Consortium on Competency-Based Staff Development, in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

December 1976

Reprinted with minor revisions, July 1978.

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MODULE GOAL AND OBJECTIVES

Module Goal

This module is directed at teachers and guidance personnel in school settings, grades K-12, or participants in pre-service training programs, who are interested in developing an understanding of (1) the importance of teaching students skills in exploring work and leisure options and (2) the types of activities and resources which can be used to teach skills in this area. Upon completion of the module, participants will be able to outline a rationale for teaching students skills in this area; adapt an activity presented in the module for use with students in their own settings; and identify two other sources of information, materials, and resources related to the module topic area.

Module Objectives

On successful completion of this module, you will be able to do the following:

1. State the importance of developing student skills in the module topic area.

Successful achievement of this objective requires preparing a written outline of a rationale which could be presented to your school board, school administration, or a group of parents. The outline should contain at least three reasons for developing such skills in students and rebuttals to two of four objections (provided in the module) which might be raised against developing such skills in students. The reasons and rebuttals must come from lists provided in the module or generated by the participants during the activity for this objective. The acceptability of each participant's outline will be determined by exchanging papers with a co-participant (or the coordinator) and certifying that each other's outlines meet the criteria specified above.

2. Choose one of the activities presented in the module which can be used to help students explore work and leisure options and adapt it for use with students in your particular setting.

Successful achievement of this objective requires preparing a written outline describing the students in your setting, the activity you have chosen, at least one goal for that activity, and how you would modify that activity for use in your setting. The acceptability of each participant's

outline will be determined by exchanging papers with a co-participant and certifying that each other's outline meets the criteria specified above (or by having the module coordinator do this certification).

3. Identify two sources of additional activities, text, or other resources related to the module topic area which you think would be applicable for use with students in your setting.

Successful achievement of this objective requires reviewing descriptions of eight resources related to the module topic area (using the Resource Checklist provided) and identifying at least two which you think would be applicable for use with students in your setting.

COORDINATOR'S ROLE

Your role as coordinator is crucial. It may be thought of in four categories.

Set the Tone

Set the right mood. Don't make things deadly and boring. Inject humor into the activities and discussions, let people joke around some and have fun. On the other hand, make it clear that there is a very serious purpose behind it all. People should be relaxed, but alert, interested, and motivated.

Set the Pace

Maintain the right pace. If things bog down, inject some humor; ask some provocative questions, get a lively discussion going. Some sections can be summarized orally to speed things, and this can be planned ahead. If things are going too fast and people are getting lost, slow it down, let them ask questions, and spend time orally covering the points. Keep the flow smooth at junctures in the module--winding up one activity with a satisfying resolution and easing participants into the next. Take breaks as you sense they are needed. Be flexible in structuring activities, adapting to individuals and situations as needed. Regard times listed in the "Module Outline" as flexible.

Facilitate

Encourage discussion and interaction from the participants. Bring out the shy people; don't let the aggressive ones dominate. Seek out questions and problems; get them into the open and talk them over, especially at the beginning. Watch facial expressions and body language. Be a trouble shooter. Spot problems and work them out. In short, act as a guide through the module, but try not to get in the way.

Evaluate

Make sure participants are headed in the right direction; nudge them that way when they're not. Participate as necessary in the evaluation procedures related to assisting the participants' successful achievement

of the module objectives. Keep a record of how each participant does. In general, maintain the quality level of the workshop.

Specific Functions of the Coordinator (to be used as a checklist as you go through the module)

Prior to the workshop:

1. Study the module thoroughly ahead of time. Be familiar with the participant materials and this Coordinator's Guide.
2. Make sure all needed materials are present for the workshop.

At the workshop:

1. Introduce yourself to participants and them to each other. Briefly explain your background and the role you will play in the module.
2. Establish time limits (lunch, when day ends) and schedule for the day, and do your best to stick to them.
3. Introduce the basic purposes and structure of the module by going over module goal and objectives.
4. Follow the procedures outlined in the remainder of this Coordinator's Guide for conducting the various discussions, activities, and evaluations.
5. Conduct a wrap-up session. Your tasks here are to
   a. Summarize what has gone on and been accomplished.
   b. Resolve any unanswered questions.
   c. Point out sources for additional study. Go through the Reference section briefly; add any sources you know of.
   d. Mention any technical assistance available--experts related to module topics to whom they might be able to turn.
6. Throughout, observe how things go, and collect suggestions for ways to improve the module. Keep a written account of these.

Notes to Users

Field test participants suggested that the materials in this module are appropriate for use with ages K-adult, rather than simply grades K-12 as indicated in the Module Goal.

The first objective and related activity seem most appropriate for use with adults, particularly teachers or guidance personnel who might be responsible for presenting (to administrators, parents, or other educational policy-makers) rationales for why it is important to help students develop skills in exploring work and leisure options. In conducting the activity related to Objective 1, try to keep participants focused on the rationales which are most applicable for use in their own settings.

Field test participants felt that among the most valuable things they gained from the module were ideas for *specific activities* to use in helping students develop skills in exploring work and leisure options (the activities related to the module's Objective 2). The module text contains suggestions on how to adapt the activities for use with a variety of student target populations (e.g., various grade levels, students with physical disabilities, and students from various socioeconomic backgrounds or geographic locations) and how to infuse the activities into certain academic subject areas. Participants should be encouraged to use these suggestions as stimulants to their own imaginations, as the bases for creating adaptations or new activities to use in their own settings.

Each activity related to Objective 2 can also be used in achieving a number of different guidance or instructional goals and student performance objectives, and participants are encouraged to make adaptations according to the goals or objectives they want to emphasize, as well as according to the characteristics of their students. Encourage participants to share their ideas as much as possible.

Field test participants felt that the module was useful as a reference as well as in a workshop setting, so that individuals could gain ideas for activities by going through the module on their own, or as part of a class on the topic.

Since the activities and adaptations were designed for use with students grades K-12, not all of the adaptations may be appropriate for use with

adults, and users working primarily with adults should focus on the more sophisticated adaptations when using these materials or designing their own activities.

Field test participants recommended making as much use as possible of audio-visual equipment in presenting the material to be covered. For example, a videotaped or tape-recorded dramatization would be very effective in presenting the exerpted description used in the activity on "Exploring Work Options."

Finally, field test participants indicated that the module's inclusion of leisure options exploration as a part of career guidance was valuable to them.

REQUIRED MATERIALS

1. Paper, pencils, and pens
2. As many of the following resources as possible, for participants' reference:

   Most recent edition of *Occupational Outlook Handbook*

   Most recent edition of *Dictionary of Occupational Titles* (Volumes I, II, and Supplement)

   Copies of resources (or materials from them) annotated in section related to module Objective 3
3. Blackboard, chalk, and eraser; or large sheets of newsprint and marking pen.

OBJECTIVE 1, ACTIVITY 1 - DEVELOPING A RATIONALE

Have the participants take turns reading aloud, a paragraph or two at a time, the text section *Why Teach Students Skills in Exploring Work and Leisure Options?* Or give them this information in a brief mini-lecture. Lead any discussion of the text which the participants feel is warranted. Tell them that the list of reasons presented in the module for developing students' skills in exploring work and leisure options will be useful to them in meeting the requirements of Objective 1 and in going through other sections of the module. Emphasize the point that each of these reasons can be used as the basis for developing a variety of guidance and instructional goals and behaviorally specific student performance objectives. Have the group develop a few more goals in addition to the example given in the text.

Then lead the participants through Activity 1, which is designed to help them meet the requirements of Objective 1. Divide them into groups of four to six people each. Give half of the groups the assignment of pretending that they are guidance personnel and faculty members who are trying to enlist school board, school administration, and parent support for a program to be integrated into the school curriculum to develop students' skills in exploring work and leisure options. Tell the other groups to pretend that they are members of the school board, school administration, or parents' groups who are currently opposed to implementing such a program. Give them several minutes for the members of each group to discuss among themselves all the reasons they can think of in support of the position assigned to them. Have each group select one or two of its members, depending on the total number of participants, to be its representative(s) in a role-play debate.

For the role-play debate, Team A will represent the guidance personnel and faculty members who support the program. Team B will represent the groups who are opposed to the program. The members of Team B should spend a few minutes caucusing about the specific roles each of them will adopt for the debate. They may create their own role types, or they may adopt or adapt one of the role types provided in the module. The members of Team A should divide themselves fairly evenly between guidance personnel and faculty members. During the debate, they may use the module's recap of reasons for

developing students' skills in exploring work and leisure options.

Set the stage for the debate by telling the teams to assume that Team A has already presented the program to the school board and others and has asked for their approval. The debate can be conducted in the following order:

1. Each member of Team B can take a maximum of two minutes to introduce her/his role and reasons for being against the implementation of the program.

2. Each member of Team A can then be allowed a maximum of two minutes to respond to any or all of the arguments presented by Team B.

3. Team B can be allowed two minutes apiece for rebuttals.

4. Team A can be allowed two minutes apiece for their final responses.

You should serve as moderator and timekeeper. Following the debate, lead the entire group in a discussion of the views and arguments presented. The following questions may be used to get the discussion started:

1. Which Team B roles or others described in the module are each of you most likely to encounter in your own settings?

2. Would you respond to any of these roles differently from the way Team A responded (and if so, how and why)?

3. Can you think of other role-types and arguments which you might encounter in your settings? If so, what are they, and how would you respond to each of them?

4. Which arguments did you find most convincing and why?

Meeting the Requirements of Objective 1

After all discussion is concluded, have the participants follow the procedure described in the module for *Meeting the Requirements of Objective 1.* In preparing their outlines, they may consult the module materials or notes made during the debate. Answer any questions they may have, and allot them 20 minutes to prepare their outlines. Give participants from the same setting the option of working together and preparing one outline signed by all of them. Then have them exchange papers and use the checklist provided in the module to certify that each other's outlines meet the criteria specified for successful achievement of Objective 1. Or collect the outlines and check them yourself.

OBJECTIVE 2, ACTIVITY 2 - EXPLORING WORK OPTIONS

Have the participants read silently the brief text introduction to this section of the module. Next, have them read aloud, taking turns, the introduction to the activity, and then the descriptions of the occupation of welding which have been excerpted from the U.S. Department of Labor's *Occupational Outlook Handbook* and from *Working* by Studs Terkel. After the participants have finished reading both descriptions, lead the group in a discussion comparing the two descriptions. Questions you can use to get the discussion started include the following:

1. Taking each description separately, what would you say are the most pleasant aspects of this occupation? What would you say are the least pleasant aspects?

2. In what ways are the two descriptions similar? (Possible answer: both include details of what the job entails.)

3. In what ways are the descriptions different? (Possible answer: the *OOH* description is totally factual, whereas the *Working* description focuses on the personal perceptions and feelings of the interviewee.)

4. If one group of students reads the *OOH* description, and another group the *Working* description, do you think the two groups of students would come away from their reading with the same or different attitudes about this particular occupation? If you feel that the attitudes of the two groups would differ, how would they differ?

5. What would you say are the main attitudes and feelings the person interviewed by Studs Turkel has about this job? Do you think other people in the same job would have attitudes and feelings quite different from these?

After all discussion is concluded, have the participants read the text section on *Goals and Student Performance Objectives for this Activity.* After all of the participants have read the text section, ask if they can think of any additional goals which this activity could be used to help meet. Discuss any additional goals which they suggest, plus any of the goals in the text which they want to discuss. Have the participants refer to the list of reasons for developing students' skills in exploring work and leisure options which was presented in the first section of the module, and discuss as a group which goals for this activity seem to relate to

which reasons. Use one or more suggestions from the following list to get the discussion started.

Goals for This Activity	Reasons from First Section of Module
Main goal	B.2., B.5.
Additional goals	
1	B.1.
2	C.1.
3	B.3.
4	D.1.
5	A.1.

If time permits and the participants are interested, spend some time as a group developing additional student performance objectives for the goals mentioned in the text and any additional goals the participants suggest.

Then have the participants read the text section on *How to Adapt the Activity for Use with a Variety of Student Target Populations*. Lead them in a discussion of the suggested adaptations, and have them try to think of additional ways to adapt the activity, particularly for students in their own settings. Point out that for an activity such as this one, which can be used to achieve a number of different goals, adaptations can be made according to the goal being emphasized, as well as according to the characteristics of the student target population.

Participants who are not currently working with students can either think of a hypothetical student target population (e.g., types of students with whom they have worked in the past, types of students with whom they plan to work in the future) or get ideas of specific student target populations from their co-participants. Encourage each participant to describe his/her particular student target population, and encourage the entire group to think of ways to adapt the activity for each target population described.

Lead a discussion of each adaptation suggested. Point out to the participants that the development of one single activity, such as the one presented in the text, often suggests possibilities for many adaptations and variations and thus produces a snowballing effect which can lead to the development of numerous activities; as a group, they have probably come up with 20 variations of this particular activity.

OBJECTIVE 2, ACTIVITY 3 - EXPLORING LEISURE OPTIONS

Lead the group through the activity described in the module. Take part in the activity yourself, and if none of the participants volunteers to go first, get the activity started by telling the group what leisure activity you wrote down and why you chose it. Encourage members of the group who have experience with the various activities presented to describe them to the other participants. If any participants are interested in more than one leisure activity and if time permits, go through the procedure again for these activities.

After all discussion is concluded, have the participants read the text section on *Goals and Student Performance Objectives for this Activity.* Then ask if they can think of any additional goals which this activity could be used to help meet. Discuss any additional goals which they suggest, as well as any of the goals presented in the text which they would like to discuss. Have the participants refer to the list of reasons for developing students' skills in exploring work and leisure options which was presented in the first section of the module, and discuss as a group which goals for this activity seem to relate to which reasons. Use one or more suggestions from the following list to get the discussion started:

Goals for This Activity	Reasons from First Section of Module
1	E.1., E.2.
2	A.3, E.2., E.6.
3	E.4.
4	E.5.
5	E.3.
6	E.6.
7	A.3.
8	E.7.

If time permits and the participants are interested, spend some time as a group developing additional student performance objectives for the goals mentioned in the text and any additional goals suggested.

Then have the participants read the text section on *How to Adapt the Activity for Use with a Variety of Student Target Populations.* Lead them in discussing each adaptation which is suggested in the text. Have them try to think of additional ways to adapt the activity, particularly for students in their settings. Remind them that adaptations can be made

according to which guidance and instructional goals are being emphasized, as well as according to the characteristics of the student target population.

Encourage all members of the group to think of adaptations appropriate for each other's student target populations and for various goals. Lead a discussion of each additional adaptation suggested.

OBJECTIVE 2, ACTIVITY 4 - EXPLORING THE INTERACTION OF WORK AND LEISURE

Have the participants read the vignette presented in the module either silently or aloud in turns. Then consider each person described in the vignette, and lead a discussion of issues and answers suggested by the following questions:

1. What needs do you think are met by the Friday night activity planned by this person? What are the values of the activity?

2. What can you infer about the demands of this person's work from the brief description provided?

3. What can you infer about this person's attitudes and feelings toward her/his work from the description of the Friday night activity s/he has chosen?

4. Are there any similarities between this person's work and the particular activity s/he has chosen? If so, what?

5. What sorts of activities do you think s/he will plan for the rest of the weekend? Will these activities be similar to or different from the Friday night activity, and why do you think so?

You could write the above questions or one or two key words from each on the blackboard or newsprint for all to see.

There are no set answers to the questions; they are designed to stimulate the participants' thinking about the various ways in which our work and our leisure interact and influence each other. Following are "suggested" answers to the questions which you can use to get the discussion started:

1. Needs met by and values of each person's activity for her/him:

   a. Betty - relaxation, entertainment, socializing

   b. Sara - recuperation and either escape through fantasy or opportunity for intellectual growth and learning, depending on what sort of book she's reading (purposely left ambiguous to stimulate discussion).

   c. Joe - the group may decide that Joe's Friday night activity really doesn't meet any leisure-related needs or have leisure-related value; from the description given, it would seem that the activity will probably involve more tension and frustration than anything.

   d. Ed - excitement, break from routine, socializing

   e. Bill - release from tension, maintenance of physical health. This could lead into a discussion of the relationship between physical health and mental health, of physical exertion as a release from and counterbalance to mental exertion and pressure.

f. Anne - rest, opportunity to take part in family activities. This could lead into a comparison of the leisure activities of married and unmarried people and a discussion of the different effects that family, home, and civic obligations and responsibilities have upon one's leisure activities, both pro and con.

g. Jane - fulfilling social obligations prescribed by her job. This could lead into a discussion of whether various jobs exert primarily restrictive or prescriptive influences on one's leisure activities. For most people, the demands of their jobs have a primarily restrictive influence on their leisure activities, since most people's work hours prevent them from taking part in day-time recreational activities except on the weekend or from staying up excessively late at night. For other people, the demands of their jobs exert a strong prescriptive influence on their leisure activities, in that the nature of their work requires the meeting of certain social obligations and participation in certain "expected" types of leisure-time activities.

2. For Betty, Sara, and Joe, their work probably demands a combination of both speed and accuracy in their typing; for the sales managers, their work probably demands public relations skills and persuasiveness in "selling" their company's products; the demands of Jane's work are probably similar to those of the sales managers', plus a great deal of emphasis on projecting the company's image at all times.

3. One obvious thing: it seems unlikely that Sara finds her job as satisfying as Betty does, even though their work is similar; Sara probably has more negative feelings toward her work than Betty does.

Joe probably has a very "temporary" attitude toward his work at XYZ. For the others, it is more difficult to infer attitudes and feelings; try to stimulate the participants to fantasize various attitudes and feelings for Ed, Bill, Anne, and Jane.

4. It would seem that Betty's, Sara's, and Anne's Friday night activities have little in common with their work. Ed's work and Friday night activity both involve a great deal of interpersonal interaction, and in Bill's case, a high level of competition (although of different sorts) is common to both his work and his chosen Friday night activity. Jane's Friday night activity is almost an extension of her work, and Joe's Friday night activity certainly seems like work, although it differs in nature from his work at XYZ.

5. This is a very open-ended question, although if the group needs prompting, you could suggest that Ed may spend at least part of his week-

end recuperating from his Friday night activity and that once Sara has adequately recovered from the psychological stresses of her work, she may spend at least part of the weekend doing very active things (e.g., playing tennis) that contrast markedly with her Friday night activity.

Remember that the above suggestions are simply promptings to be used if needed; they are certainly not the "right" or "only" responses to the discussion questions. Somewhere during the discussion it should be pointed out that people in similar jobs do not necessarily take part in the same types of leisure activities and that the type of job one has does not necessarily determine how leisure time is spent.

In addition to issues raised by the above questions, discuss any other issues which you or the participants feel are relevant to an understanding of the interaction of work and leisure.

After all the discussion is concluded, have the participants read the text section on *Goals and Student Performance Objectives for this Activity.* Then ask if they can think of any additional goals which this activity could be used to help meet. Discuss any additional goals which they suggest, as well as any of the goals presented in the text which they would like to discuss. Have them refer to the list of reasons for developing students' skills in exploring work and leisure options which was presented in the first section of the module, and discuss as a group which goals for this activity seem to relate to which reasons. Use one or more suggestions from the following list to get the discussion started:

Goals for This Activity	Reasons from First Section of Module
1	A.2.
2	A.2., E.7.
3	A.2.
4	E.7.
5	A.1.

The participants will already have gone through this procedure for the previous two activities, and if they seem completely unenthusiastic about going through the procedure again, this part of the discussion could be deleted.

If time permits and the participants are interested, spend some time as a group developing additional student performance objectives for the goals mentioned in the text and any additional goals the participants suggest.

Then have the participants read the text section on *How to Adapt the Activity for Use with a Variety of Student Target Populations*. Lead them in discussing each adaptation which is suggested in the text. Have them try to think of additional ways to adapt the activity, particularly for students in their settings. Remind them that adaptations can be made according to which guidance and instructional goals are being emphasized, as well as according to the characteristics of the student target population.

Encourage all members of the group to think of adaptations appropriate for each other's student target populations and for various goals. Lead a discussion of each additional adaptation suggested.

Meeting the Requirements of Objective 2

Have the participants follow the procedure described in the module for *Meeting the Requirements of Objective 2*; answer any questions about this procedure. (Participants from the same setting may work together if they like.) Allow five to ten minutes for participants to plan how they will adapt the activity they have chosen for use with students in their setting; give them 15 minutes to prepare their outlines as specified. Then have them exchange papers and use the checklist provided in the module to certify that each other's outlines meet the criteria specified for successful achievement of Objective 2. If time does not permit this, collect all the papers, check them yourself, and return them to the participants later.

Encourage the participants to try out their adaptations when they are back in their own settings. Participants from the same school or district can arrange to take turns observing each other leading their particular adaptation of the activity and can agree to critique and make suggestions to each other. If they wish, they could report back to you on their experiences. Better yet, a volunteer could collect reports from the entire group on their experiences, and then mail each person a summary and evaluation of the various experiences, including discussion of both the successes and any problems encountered.

Finally, have the participants read through the Appendix section containing activities and strategies which teachers and other guidance person-

nel can use to help students develop skills in exploring work and leisure options. Lead discussion of any activities and strategies which interest the group. If any participants have used any of these activities or strategies in their own settings, have them describe their experiences. Consider how participants could adapt any of these for use in their own settings and with various student target populations.

OBJECTIVE 3 - ADDITIONAL RESOURCES FOR USE WITH STUDENTS IN EXPLORING WORK AND LEISURE OPTIONS

Have the participants read the brief text introduction to this section of the module. Then have them read the procedure for *Meeting the Requirements of Objective 3.* Answer any questions they may have. Give them time to discuss any of the annotated resources and to look over those you have on hand.

If time permits, you could divide the participants into small groups and have each group go over one or more of the resources in detail. They could discuss how to adopt, adapt, or otherwise make use of each resource in various settings and with various student populations. Each group could report back to the entire group for further discussion.

Then give the participants 20-30 minutes to complete their Resource Checklists. Collect and check the papers according to the criteria for successful achievement of Objective 3 and the directions for completing the Resource Checklist.

NATIONAL CONSORTIUM COMPETENCY-BASED STAFF DEVELOPMENT RESOURCES

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
   Barbara Sanderson and Carolyn Helliwell

2. Program Development Model
   Charles Dayton and H. B. Gelatt

3. Assessing Desired Outcomes
   Charles Dayton

4. Assessing Current Status
   Phyllis DuBois

5. Establishing Program Goals
   Charles Dayton

6. Specifying Student Performance Objectives
   Laurie Harrison

7. Selecting Alternative Program Strategies
   H. B. Gelatt

8. Specifying Process Objectives
   Barbara Pletcher

9. Developing Program Staff
   Barbara Pletcher

10. Trying Out Activities and Monitoring Early Implementation Efforts
    Steven M. Jung

11. Conducting Summative Evaluation (Cost-Impact Studies)
    Jean Wolman

12. Communicating Evaluation Results
    Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

14. Designing Programs for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

15. Providing Life/Career Planning for Women and Girls
    Janice M. Birk

16. Providing Career Guidance for Young Women
    Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
Susan L. McBain

18. Helping Students Explore Work and Leisure Options
Pamela G. Colby

19. Planning a Career Resource Center
Robert A. Wood, Neal Rogers, and Clella Klinge

20. Developing People Relationship Competencies for Career Resource Center Technicians
Jill Paddick and Dale Dobson

21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
Clarence Johnson

22. Planning Pre-Employment Programs
Joyce Fielding and Marvin Fielding

23. Conducting Job Development Programs
Joyce Fielding and Marvin Fielding

24. Conducting Job Placement Programs
Joyce Fielding and Marvin Fielding

25. Conducting Follow-Up and Follow-Through Programs
Joyce Fielding and Marvin Fielding

26. Imaging Futuristic Career Guidance Goals
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

27. Imaging Futuristic Career Guidance Programs
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

28. Using Change Agent Skills to Manage Career Guidance Program Development
Juliet V. Miller

29. Using Change Agent Skills to Manage Career Guidance Program Implementation
Juliet V. Miller

30. Developing Effective Public Relations
Norman C. Gysbers

31. Developing and Conducting In-Service Programs
Al Stiller

32. Providing Leisure Information in the Career Resource Center
Ron Klein and Robert Swan

33. Developing Career Center Resources for Faculty Use
Marlene Fredricksen and Robert Swan

34. Providing Career Guidance in a Group Setting
Perry Samuels

35. Personalizing Career Guidance Assessment Information Through Group Counseling
Joe Wittmer and Larry C. Loesch

36. Clarifying and Articulating Individual Values and Skills for Career Planning
Jerald R. Forster

37. Helping Parents to Help Adolescents in Career Exploration
Janice M. Birk

38. Helping Young Adults Make the School-to-Work Transition
Sherri Johnson, C. D. Johnson, and Niel Carey

39. Helping the Community Help Students with Career Development
Richard Lutz and Jim Crook

40. Establishing Community-Based Employment Programs
Ellen A. Stewart

41. Designing Career Development Programs for Business and Industry
Zandy Leibowitz and Nancy Schlossberg

42. Developing Coping Skills for Career-Related Changes
Phil Abrego and Lawrence Brammer

43. Helping People with Preretirement Planning--An Introduction
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

44. Counseling Needs of the Older Adult
Patricia Cook and Ellen Stewart

45. Specializing Career Guidance Strategies for Use with Ethnic Minorities
Woodrow M. Parker and Roderick J. McDavis

46. Using Self Awareness and Effective Communication for Helping Ethnic Minorities with Career Guidance
Roderick J. McDavis and Woodrow M. Parker

47. Helping Elementary School Students Develop Decision-Making Skills
Lee Winocur

48. Consulting in the Area of Career Guidance
Tom Quinn

49. Planning Collaborative Career Guidance Projects
Larry C. Loesch and Joe Wittmer

50. Becoming Resource Resourceful
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

51. Making Change Happen: Learning a Systematic Model for Change
Libby Benjamin and Garry R. Walz

52. Making Change Happen: Overcoming Barriers to Change
Libby Benjamin and Garry R. Walz

The National Consortium has also produced a catalog of competency-based programs and lists of desirable competencies for providing comprehensive career guidance.

53. Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies--Second Edition
Susan L. McBain, Compiler